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CONDITIONS WHICH HAVE INFLUENCED TEACHERS TO ACCEPT AND
TO CONTINUE IN POSITIONS IN THE MISSOULA
PUBLIC ELEMENTARY SCHOOLS

by

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the degree of Master of Education

MONTANA STATE UNIVERSITY

1957

Approved by:


Chairman, Board of Examiners


Dean, Graduate School

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E. C. C.

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CHAPTER I

INTRODUCTION

THE PROBLEM

The purpose of this study was to determine: (a) what the public elementary school teachers of the city of Missoula, Montana believed to be true about certain aspects of their community and its public elementary school system; (b) what conditions have attracted teachers to the Missoula Public Elementary Schools in the past; (c) what conditions have influenced teachers to continue in their positions in the Missoula Public Elementary Schools over a period of years; (d) what conditions were most important in first attracting teachers to the Missoula Public Elementary Schools and then influencing them to continue in their positions in the system; (e) whether certain factors of personal and professional background were common to teachers who accepted and continued in positions with the Missoula Public Elementary Schools because of existing particular conditions.

SIGNIFICANCE OF THE PROBLEM

The rate of turnover in teaching, although varying widely from state to state, exceeds that of any other profession. It averages nationally 10 percent.¹ According to

¹Ray C. Maul, The Education Digest, 19:17, January, 1954.

statistics from the office of the city superintendent, the Missoula public elementary school system has had an annual teacher turnover of approximately 20 percent during the past ten years. It has had an average annual increase in demand of approximately eight new teachers per year for the past ten years. During the school year 1956-1957 it employed a total of 182 teachers, principals, and special education personnel.

The object of this study was to supply the Missoula Elementary School District with information regarding Missoula's attractiveness as a community in which to establish and pursue a teaching career. This information should prove valuable as a basis for developing sound teacher recruitment practices as an aid to alleviation of the teacher supply problem in the community.

SCOPE OF THE PROBLEM

This study was concerned with only the teachers in the Missoula Public Elementary Schools. Since the study was intended to develop the positive aspects of teacher recruitment in the community, the questionnaire was sent only to teachers presently employed in the system. No attempt was made to contact teachers who had left the system.

LIMITATIONS OF THE PROBLEM

Since the attributes of a community may be determined

largely by factors peculiar to that particular community, the information concerning community appeal gathered by this study may be of significance only to the specific school system and community studied.

DEFINITION OF TERMS

Community Appeal. The physical, recreational, social, spiritual, and aesthetic aspects of a community which appeal to the individual interests and needs of its inhabitants.

Living Conditions. The conditions in a community which influence the expenditure of income in providing the necessities of modern American living.

Professional Inducements. Conditions in a community and school system which complement the aims and characteristics of the teaching profession and stimulate the professional initiative and growth of individual teachers.

Security. Conditions in a community and school system which affect the financial and career assurance of teachers.

Teachers. For the purposes of this study the terms teachers and instructional personnel were synonymous. Building principals and special education personnel were included in this category.

METHODS OF RESEARCH

Library research and personal interviews with twelve teachers in the Missoula public elementary school system

brought forth 120 conditions which teachers may consider before accepting a teaching position in a community and/or deciding to continue in a teaching position in a community.

The conditions seemed to fall under four general areas of teacher interest: (a) community appeal, (b) living conditions, (c) professional inducements, and (d) security.

These four areas of teacher interest formed the basis for a questionnaire. (See Appendix.)

At the regular weekly building meetings of March 5, 1957, each teacher in the system was handed by his principal a questionnaire and a letter of introduction explaining the reasons this survey was being made. The teachers were asked to check the appropriate items in the questionnaire, seal it in the attached envelope, and return the sealed envelope to their principals.

Upon receipt from the principals, the envelopes were discarded and only the unsigned questionnaires were retained, thus assuring the confidence of the teachers.

Of the 182 questionnaires distributed, 137, 75.3 percent, were returned. Several teachers did not fill in all of the items of personal information asked for on the general data sheet.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature dealing with teacher turnover is voluminous. However, very few studies have been directly concerned with the reasons teachers accept a position in a community and then continue in the position. Most studies dealing with the subject have been primarily concerned with why teachers leave a school system and community.

Rice¹ reports on a study made in 1953 in the schools of Hawaii by a private, independent agency to determine the attitudes of the teacher personnel for the purpose of reducing teacher turnover.

Some four thousand teachers in the system were asked to express opinions on such controversial subjects as working conditions, curriculum materials, pay, effectiveness of administration, and security of job. The entire teaching personnel expressed opinions on from five to eleven items in each of nineteen categories.

The teachers were asked to rate each item on a scale ranging from 0 percent favorable reaction to the item to 100 percent favorable reaction to the item.

Items referring to relations with immediate superiors

¹Arthur H. Rice, "Teachers Speak Freely in Opinion Survey," Nations Schools, 51:49-51, May, 1953.

received 82 percent favorable response, the highest percentage of favorable response of any of the nineteen categories.

Items referring to pay received 32 percent favorable response, the lowest percentage of favorable response of any of the nineteen categories.

The general morale level, or median percentage of favorable response for the nineteen categories, was 64 percent.

Reaction to the opinion inventory itself showed that the teachers were 87 percent in favor of it. They said, "It's a good way to let the administration know what the teachers think, and some good may come from filling out this questionnaire."²

Table I on page seven lists the results of the opinion inventory as reported by Rice.

Whether teacher morale in Hawaii, as revealed in this survey, is indicative of similar conditions in other localities is a matter of conjecture.

Hedlund and Brown,³ in a study of teacher morale made in 1948 in New York State, found that other things besides salaries are important to a worker's general morale and efficiency.

²Ibid., p. 51.

³Paul A. Hedlund and Forest L. Brown, "Conditions That Lower Teacher Morale," Nations Schools, 48:40-43, September, 1951.

TABLE I

WHAT HAWAIIAN TEACHERS THINK OF THEIR SCHOOL SYSTEM⁴

| Categories | Percent of Favorable Response |
|---|-------------------------------------|
| Reactions to the Survey | 87 |
| Relations With Immediate Superior | 82 |
| Professional Satisfaction | 80 |
| Identification With School and Its Program | 78 |
| Technical Skills of Immediate Superior | 74 |
| Personal Freedom and Community Relations | 72 |
| Adequacy of Communication | 68 |
| Confidence in Administration | 67 |
| Friendliness and Cooperation of Fellow Employees | 66 |
| Effectiveness of the School Administration | 64 |
| (Median Morale Level) | |
| Benefits | 62 |
| Opportunity for Growth and Advancement | 60 |
| Work Demands | 59 |
| Security of Job and Work Demands | 55 |
| Working Conditions | 50 |
| Curriculum Materials | 49 |
| Confidence in School Board Members | 44 |
| Adequacy of Provision for Pupil Individual Differences | 37 |
| Pay | 32 |

⁴Rice, op. cit., p. 50.

Three thousand questionnaires were mailed to teachers in 117 schools. One thousand sixty-seven usable returns were received. The teachers were asked to respond to seventy-five items concerning living and working conditions. They were asked to report: (1) "if the condition existed in their school," and (2) "if they wanted to leave their position because of it."⁵ Table II on page nine lists the living and working conditions which at least 25 percent of the teachers responding reported existed in their schools, with the percentage who wanted to leave their jobs because of the condition.

Fifty-nine percent of the teachers, the highest percentage of teachers reporting that a particular condition existed in their schools, reported that there was not enough relief from contact with pupils during the school day. Fifteen percent reported that that they wanted to leave their jobs because of this condition.

Fifty-one percent of the teachers reported that teaching is so tiring that the teacher cannot enjoy himself socially after school hours. Twelve percent reported that they wanted to leave their jobs because of this condition.

Fifty-one percent of the teachers reported that salaries did not enable teachers to live on a standard with others carrying on similar responsibilities. Nineteen

⁵Hedlund and Brown, op. cit., p. 40.

TABLE II

LIVING AND WORKING CONDITIONS MOST
CRITICAL IN CAUSING TEACHING TURNOVER⁶

| Conditions | Percent of teachers reported that | |
|--|--------------------------------------|--|
| | 1. the con- ditions ex- ist. | 2. they wanted to leave their jobs because of it. |
| 1. Salaries insufficient for living as others carrying on similar responsibilities. | 51 | 19 |
| 2. Inadequate opportunity for further advancement in classroom teaching. | 47 | 15 |
| 3. Insufficient relief from pupil contact during day. | 59 | 15 |
| 4. Salary schedule lower than the community can reasonably afford. | 42 | 13 |
| 5. Inadequate transportation to and from school for teacher without car. | 32 | 13 |
| 6. Teaching is generally tiring to the extent that the teacher cannot be his best socially after school hours. | 51 | 12 |
| 7. Inadequate community support for school. | 33 | 10 |
| 8. Working conditions do not encourage teacher to improve the quality of his work. | 33 | 10 |
| 9. Uncertainty as to where he stands in his job. | 29 | 10 |

⁶Ibid., p. 42.

TABLE II--(Continued)

| Conditions | Percent of teachers reported that | |
|--|-----------------------------------|---|
| | 1. the conditions exist. | 2. they wanted to leave their jobs because of it. |
| 10. Inadequate transportation to and from community for the teacher without car. | 24 | 10 |
| 11. Pupils vary too greatly. | 43 | 9 |
| 12. Inadequate opportunity for professional advancement in classroom teaching. | 37 | 9 |
| 13. Classes too large. | 34 | 9 |
| 14. Unsatisfactory support in handling disciplinary situations. | 25 | 9 |

percent of the teachers wanted to leave their jobs because of this condition. This was the highest percentage of teachers who wanted to leave their jobs because of the existence of a particular condition.

Since this study was made in 1948, it is quite possible salaries have improved to the extent that teacher turnover due to salaries may now be reduced.

Elsie F. Gibbs,⁷ director of secondary education in San Bernadino, California, made an analysis of the questions most often asked her by prospective teachers while she was on a teacher recruiting trip to the eastern part of the United States in 1945. She found that information desired by teachers rated as superior by their colleges and former administrators centered around four areas of interest. Listed in order of their frequency, they were: (1) "professional inducements," (2) "community appeal," (3) "security," and (4) "living conditions."⁸

Questions most frequently asked about professional inducements, not necessarily in order of frequency, were:

1. What are the opportunities for professional improvement and advancement in your school system?
2. Do local politics or professional efficiency determine promotion?
3. Is your superintendent an educator or a politician?

⁷Elsie F. Gibbs, "What Appeals to Good Teachers," Education Digest, 13:8-10, September, 1947.

⁸Ibid., p. 8.

4. What supervision is given and what is the basic philosophy underlying it?
5. What other in-service training is given?
6. Are extension classes available?
7. What is the philosophy of the system?
8. Are the other teachers professionally minded?
9. Are members of the staff interested in keeping abreast of the times?

Questions most frequently asked about community appeal, not necessarily in order of frequency, were:

1. What freedom is offered the teacher in her personal life?
2. Is she permitted to marry and continue teaching?
3. Has she a choice of community activities in which she might participate?
4. What recreational facilities are provided?
5. Are teachers singled out and given community responsibilities just because they are teachers?
6. Does the community appreciate music, lectures, and cultural offerings sufficiently to support them?

Questions most frequently asked about security, not necessarily in order of frequency, were:

1. Is there a regular salary schedule?
2. What are the yearly increments and what are the maximums?
3. What recognition is given to superior training and experience?
4. What are the attitudes of the superintendent and board of education toward tenure?
5. Is one reasonably sure of a living wage and security through the years if one gives service of high rank?

Questions most frequently asked about living conditions, not necessarily in order of frequency, were:

1. Is it possible to secure an apartment?
2. What practical help is given teachers in meeting living problems?
3. What prices should one expect to pay?
4. If one must eat in public establishments, what prices are charged?⁹

⁹Ibid., pp. 8-10.

Elsie F. Gibbs draws the following conclusion from her analysis:

These are some of the questions which alert, professional-minded teachers are asking of administrators today. Upon the ability of the administrator to give the correct answers honestly hinge the decisions of many strong teachers as to which teaching force they will join and with whom they will continue.¹⁰

Lane¹¹ interviewed 120 beginning teachers in Wisconsin to determine what items of information beginning teachers wanted to know about their prospective school and community.

The beginning teachers were asked to answer the following question about each of fifty-five selected items of information: "Is this something about which beginning teachers should be told?"¹²

The items of information were divided into four categories: (a) "information about the community," (b) "information about the school," (c) "information about the teaching position," and (d) "information of personal interest to the teacher."¹³

Table III on page fourteen lists the items relating to each of the four categories which 80 to 100 percent of the respondents declared important.

¹⁰Ibid., p. 10.

¹¹Willard R. Lane, "The Induction of Beginning Teachers in Wisconsin Public Schools," Unpublished Doctoral Thesis, University of Wisconsin, 1951, pp. 64-104.

¹²Ibid., p. 64.

¹³Ibid.

TABLE III

ITEMS OF INFORMATION ABOUT WHICH 80 TO 100 PERCENT
OF BEGINNING TEACHERS FELT THEY SHOULD BE TOLD¹⁴

| Information About the Community | Percent |
|---|---------|
| 1. Transportation facilities in and out of the community. | 99 |
| 2. Recreational opportunities. | 97 |
| 3. Activities in which teachers are expected to participate. | 94 |
| 4. Activities of civic interest. | 94 |
| 5. Health facilities. | 93 |
| 6. Community interest in its schools. | 92 |
| 7. Churches. | 85 |
| 8. Dominant vocational groups. | 82 |
| 9. Financial ability of the community to support its schools. | 82 |
| 10. Other schools in the community. | 80 |
| Information About the School | Percent |
| 1. School policies in regard to extra pay for extra work. | 100 |
| 2. School policies in regard to salary schedules. | 100 |
| 3. Policies in regard to discipline. | 98 |
| 4. Building facilities. | 98 |
| 5. Policy in regard to teacher's absence. | 98 |
| 6. Enrollment of the school. | 97 |
| 7. Supervision of subjects. | 97 |

¹⁴Ibid., pp. 64, 76, 92, and 104.

TABLE III--(Continued)

| <u>Information About the Teaching Position</u> | | <u>Percent</u> |
|--|---|----------------|
| 1. | Extra-class assignments. | 100 |
| 2. | Available audio-visual equipment. | 98 |
| 3. | Approximate enrollment in each class or grade. | 97 |
| 4. | Local required courses of study. (Curriculum). | 94 |
| 5. | Types of records and reports required. | 87 |
| <u>Information of Personal Interest to the Teacher</u> | | <u>Percent</u> |
| 1. | Approximate cost of room and board. | 99 |
| 2. | Whom to see for living accommodations. | 99 |
| 3. | Types of living accommodations. | 99 |
| 4. | Vacation dates. | 98 |
| 5. | Personal habits not approved of by the community. | 96 |
| 6. | Number of salary payments per year and dates of payments. | 93 |
| 7. | Expectation of teachers' time on weekends. | 85 |

The study found that there was a significant positive correlation between a teacher's satisfaction with a school and the amount of adequate information that he acknowledged as having received as a prospective teacher. Teachers who received the most adequate information concerning their school and community gave a higher rating to the school and community than did teachers who received little or no information.

There was evidence that a significant relationship exists between a teacher's satisfaction with the school and his success as a teacher.

Chase¹⁵ reports on studies made under his direction in over two hundred school systems in forty-three states. Data from 1,784 questionnaires were analyzed to secure clues to the improvement of teacher morale and the establishment of conditions more favorable to teacher recruitment and retention.

A summary of the major factors affecting teachers satisfaction with a system, as brought out in this study, includes the following generalizations:

1. Teachers feel that their satisfaction is greatly affected by: (a) freedom to plan their own work, and (b) a sense of professional status and responsibility.
2. Satisfaction in teaching is affected by: (a) teachers feelings with regard to the adequacy of salary, and (b) the opportunity to participate in determining salary schedules.
3. Teachers feelings with regard to the quality of professional leadership and supervision are closely

¹⁵Francis L. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, 33:127-32, November, 1951.

related with their feelings toward the system.

4. Feelings on the part of teachers that they have an opportunity to participate regularly and actively in educational planning and policy making is closely related to the extent of satisfaction which they feel with the system in which they are working.

5. Satisfaction with a system is dependent to a considerable extent upon a feeling by teachers that the teaching load, school plant, equipment and supplies, and other working conditions are such as to permit effective work.¹⁶

Teachers in all the systems studied spoke of the satisfaction arising from working with teachers with high standards, or those with excellent professional attitudes.

Community recognition of the value of the teacher's work and of the status and competence of teachers was found essential to a high general state of teacher morale.

Community acceptance of teachers for their worth as persons was also found to be important to teacher morale.

Among the most pertinent personal factors affecting teachers satisfaction with their school systems were:

1. Women teachers tend to be slightly more enthusiastic about the school system in which they work than men teachers.

2. Married teachers tend to be slightly more enthusiastic than single teachers.

3. The extent of satisfaction with a system tends to increase with the length of service in the system.

4. The extent of satisfaction with the system tends to increase with salary and with the amount of recent salary increases.¹⁷

Other provisions of teacher welfare were found to be not nearly so important to teachers' satisfaction as salaries.

¹⁶ Ibid.

¹⁷ Ibid., p. 127.

Hofman¹⁸ made a study in 1949 to determine what factors Montana teachers believed affected their efficiency and happiness as teachers.

Results were based on 318 responses to his questionnaire.

The four factors that teachers felt were the most helpful to them in their efforts in teaching were, in order of frequency of response: (1) "a school system encouraging good attitudes of conduct of students," (2) "'adequate' equipment," (3) "teachers given work within their interest and ability," and (4) "satisfactory community relations."

Aspevig¹⁹ made a similar study of the teachers in Park County, Montana during the school year 1952-1953. One hundred twenty-one interview sheets were mailed and seventy-three were returned.

The results showed that the four factors believed to have contributed most help to teachers in giving their best service in teaching were, in order of frequency of response: (1) "equipment," (2) "a school system encouraging good attitudes and conduct of students," (3) "satisfactory salary arrangement," and (4) "feel secure in job."

¹⁸Ernest H. Hofman, "Factors Montana Teachers Believe Affect Their Efficiency and Happiness," Unpublished Professional Paper, Montana State University, 1953, pp. 12-15.

¹⁹Paul Orrel Aspevig, "Factors Related to the Effectiveness and Happiness of Teachers in Park County," Unpublished Professional Paper, Montana State University, 1953, pp. 10-12.

The first two factors in frequency of response in both studies are the same, but in reverse order.

Hofman²⁰ found the four factors that teachers felt hindered them the most in their teaching efforts were, in order of frequency of response: (1) "inadequate equipment," (2) "the school system not encouraging good attitudes and conduct of students," (3) "a feeling of insecurity," and (4) "unsatisfactory community relations."

Aspevig²¹ found the four factors teachers believed hindered most in giving the best service in teaching were, in order of frequency of response: (1) "inadequate equipment," (2) "unfavorable classification of students," (3) "a school system not encouraging good attitudes and conduct of students," and (4) "an autocratic spirit throughout the system."

Inadequate equipment was the most bothersome factor in Hofman's study. It was third in Aspevig's study.

Hofman²² found that the four factors checked by the most teachers as making them happy in their work were, in order of frequency: (1) "respect and cooperation of students," (2) "helping students grow," (3) "a feeling of belonging," (4) "faculty cooperation."

²⁰Hofman, op. cit., pp. 15-18.

²¹Aspevig, op. cit., pp. 13-16.

²²Hofman, op. cit., pp. 22-25.

Aspevig²³ found that the four factors checked in his study by the most teachers as having contributed most toward making them happy were, in order of frequency: (1) "a feeling of belonging," (2) "personal freedom in and out of school," (3) "faculty cooperation," (4) "feeling of security."

A feeling of belonging appears as the third item in Hofman's study, while it is number one in Aspevig's study.

Faculty cooperation is number four in Hofman's study. It is number three in Aspevig's study.

Hofman²⁴ found that the four factors checked by the most teachers as making them unhappy in their work were, in order of frequency: (1) "lack of space or material," (2) "community indifference or pressure," (3) "efforts not appreciated," (4) "lack of discipline."

Aspevig²⁵ found that the four factors checked by the most teachers as having contributed most towards making teaching an unhappy job were, in order of frequency: (1) "lack of discipline," (2) "not 'backed' by school," (3) "living conditions," (4) "lack of space or materials," and "low salary."

Lack of space or materials was number one in frequency in Hofman's study, while it was number four in

²³Aspevig, op. cit., pp. 19-23.

²⁴Hofman, op. cit., pp. 25-28.

²⁵Aspevig, op. cit., pp. 22-24.

frequency in Aspevig's study. Lack of discipline was number four in Hofman's study, but it was number one in Aspevig's study.

There were more factors operating to help teachers and make teachers happy than were operating to hinder teachers and make teachers unhappy.

Ryan²⁶ made a study of thirty high schools of southeastern Montana to determine the reasons why teachers left one teaching position for another. Questionnaires were mailed to eighty teachers who had changed teaching positions at the end of the 1954 school year. Fifty-five teachers returned the completed questionnaire.

Sixty-five percent of those responding indicated that one of the reasons they left their previous position was to get into a larger system; 58 percent left because they had to teach too many classes; 51 percent left because of salary conflicts; and 40 percent left because the community was too small.

In evaluating Ryan's results it is necessary to remember that the study was made on the high school level. There may be a significant difference between the attitudes of high school teachers and elementary teachers concerning this subject. Also, the study was made in southeastern Montana,

²⁶Lawrence Edward Ryan, "Reasons for Teacher Turn-over in Some Montana High Schools," Unpublished Professional Paper, Montana State University, 1955, pp. 16-28.

where most of the school systems are quite small. One may assume that the answers to the items on the questionnaire were influenced to some extent by this factor.

Several factors appear again and again in the foregoing summary of investigation of teacher turnover and teacher satisfaction. A feeling of personal worth, community recognition, a sense of belonging, personal freedom, cooperative educational leadership, adequate technical aids, security, and salary loomed among the most significant factors which teachers viewed as being necessary for their personal feelings of well-being. Indications are that teachers sought out those school systems and communities where these factors were present.

The foregoing summary of investigation of causes of teacher turnover and teacher satisfaction is by no means complete. It includes only those studies that have been especially helpful in the preparation of this study.

CHAPTER III

BELIEFS OF PUBLIC ELEMENTARY SCHOOL TEACHERS OF MISSOULA CONCERNING THEIR COMMUNITY AND ELEMENTARY SCHOOL SYSTEM

The first part of the directions on the questionnaire asked the teachers to do through the questionnaire and compare each statement of condition about Missoula and/or its public elementary school system with conditions in other communities and other public elementary school systems in which the teachers had taught in the past or may have had an opportunity to teach in the past.

If the teachers agreed that a statement of condition was truer for Missoula and/or its public elementary school system in comparison with the other communities and/or public elementary school systems, they were to place a check (x) in the agree column at the left of the statement.

If the teachers disagreed that a statement of condition was as true for Missoula and/or its public elementary school systems, they were to place a check (x) in the disagree column at the left of each statement.

If the teachers did not have an opinion concerning a statement of condition, they were to leave both columns blank.

Community appeal. At least 50 percent of the teachers, sixty-nine teachers, expressed an opinion about twenty-five

of thirty-four statements in this category. Of this group of statements, the teachers agreed that eighteen were truer for Missoula than for the other communities but that seven were not as true for Missoula as for the other communities.

Seven of the statements were checked as being truer for Missoula than for the other communities by at least 75 percent of the teachers responding. The seven statements were: better opportunities for higher education for children, 92 percent; better opportunities for higher education for adults, 87 percent; a larger population, 81 percent; better recreational facilities for adults in the surrounding area, 81 percent; a better geographic location, 78 percent; more opportunity to participate in cultural activities, 78 percent; and, better recreational opportunities for children in the surrounding area, 78 percent.

Two of the statements were checked as not being as true for Missoula as for the other communities by at least 75 percent of the teachers responding. The two statements were: more approving and appreciative of its teachers, 80 percent; and, friendlier, 75 percent.

Table IV on page 25 lists the complete results of the opinions expressed about the statements in the community appeal category. It shows the number of teachers who agreed that a statement was truer for Missoula than for the other communities, the number who disagreed that a statement was truer for Missoula, and the total number who

TABLE IV

COMMUNITY APPEAL: CONDITIONS CHECKED AS BEING MORE TRUE OR LESS TRUE FOR MISSOULA THAN FOR OTHER COMMUNITIES IN WHICH 137 MISSOULA TEACHERS HAD TAUGHT OR MAY HAVE HAD AN OPPORTUNITY TO TEACH

| Conditions | Number Agree | Percent Agree | Number Disagree | Total Response |
|--|--------------|---------------|-----------------|----------------|
| 1. Better opportunities for higher education for children. | 88 | 92 | 8 | 96 |
| 2. Better opportunities for higher education for adults. | 86 | 87 | 13 | 99 |
| 3. A larger population. | 85 | 81 | 20 | 105 |
| 4. Better recreational facilities for adults in surrounding area. | 65 | 81 | 15 | 80 |
| 5. A better geographic location. | 72 | 78 | 20 | 92 |
| 6. More opportunity to participate in cultural activities. | 72 | 78 | 20 | 92 |
| 7. Better recreational opportunities for children in the surrounding area. | 62 | 78 | 18 | 80 |
| 8. Better recreational facilities for children. | 69 | 72 | 27 | 96 |
| 9. A better climate. | 69 | 71 | 28 | 97 |
| 10. More culturally inclined citizenry. | 60 | 71 | 25 | 85 |
| 11. Better secondary school available. | 49 | 70 | 21 | 70 |
| 12. More opportunity for membership in service clubs of teachers own choosing. | 46 | 70 | 20 | 66 |

TABLE IV--(Continued)

| Conditions | Number Agree | Percent Agree | Number Disagree | Total Response |
|--|-----------------|------------------|--------------------|-------------------|
| 13. More adequate shopping facilities. | 66 | 69 | 30 | 96 |
| 14. Better recreational facilities for adults. | 65 | 69 | 29 | 94 |
| 15. Better opportunities for a teacher to lead a balanced personal life. | 55 | 69 | 25 | 80 |
| 16. More opportunity to participate in religious activities of ones own choosing. | 47 | 67 | 23 | 70 |
| 17. Less criticism of the personal habits of its teachers. | 56 | 66 | 29 | 85 |
| 18. More opportunity for membership in fraternal clubs of teachers own choosing. | 41 | 65 | 22 | 63 |
| 19. Better transportation connections. | 47 | 58 | 34 | 81 |
| 20. Better opportunities to participate, not as a teacher but as an adult citizen. | 38 | 53 | 34 | 72 |
| 21. Less civic demands upon its teachers. | 33 | 50 | 33 | 66 |
| 22. Closer to your home town. | 39 | 48 | 42 | 81 |
| 23. A smaller population. | 25 | 46 | 29 | 54 |
| 24. Higher moral standards. | 29 | 45 | 35 | 64 |
| 25. More interest in its schools. | 31 | 44 | 39 | 70 |

TABLE IV--(Continued)

| Conditions | Number Agree | Percent Agree | Number Disagree | Total Response |
|---|-----------------|------------------|--------------------|-------------------|
| 26. A faster expanding economy. | 24 | 36 | 42 | 66 |
| 27. More opportunity for teachers to develop desirable social contacts. | 26 | 34 | 50 | 76 |
| 28. Less dissension concerning school policies. | 22 | 29 | 53 | 75 |
| 29. More opportunity to form lasting friendships. | 20 | 29 | 49 | 69 |
| 30. More of your teacher friends in the locality. | 15 | 28 | 39 | 54 |
| 31. More eligible marriage partners. | 11 | 26 | 32 | 43 |
| 32. Greater teacher prestige. | 17 | 26 | 49 | 66 |
| 33. Friendlier. | 20 | 25 | 60 | 80 |
| 34. More approving and appreciative of its teachers. | 14 | 20 | 55 | 69 |

expressed an opinion about the statement.

Living conditions. At least 50 percent of the teachers, sixty-nine teachers, expressed an opinion about twelve of twenty-two statements in this category. Of this group of statements, they agreed that five were truer for Missoula than for the other communities but that seven were not as true for Missoula as for the other communities.

Two of the statements were checked as being truer for Missoula than for the other communities by at least 75 percent of the teachers responding. The two statements were: more adequate medical facilities, 89 percent; and, a more socially desirable community in which to own a home, 79 percent.

Five of the statements were checked as not being as true for Missoula as for the other communities by at least 75 percent of the teachers responding. The statements were: lower house rents, 96 percent; lower food costs, 92 percent; lower apartment rents, 81 percent; lower prices for eating out, 86 percent; and, more aid toward securing housing for teachers, 77 percent.

Table V on page 29 lists the complete results of the opinions expressed about the statements in the living conditions category. The percentage agreed is based upon the total number who expressed an opinion about the statement.

Professional inducements. At least 50 percent of the

TABLE V

LIVING CONDITIONS: CONDITIONS CHECKED AS BEING MORE TRUE OR
LESS TRUE FOR MISSOULA THAN FOR OTHER COMMUNITIES
IN WHICH 137 MISSOULA TEACHERS HAD TAUGHT OR
MAY HAVE HAD AN OPPORTUNITY TO TEACH

| Conditions | Number Agree | Percent Agree | Number Disagree | Total Response |
|---|-----------------|------------------|--------------------|-------------------|
| 1. More adequate medical facilities. | 80 | 89 | 10 | 90 |
| 2. A more socially desirable community in which to own a home. | 60 | 79 | 16 | 76 |
| 3. A general cultural background more conducive to good citizenship. | 54 | 74 | 19 | 73 |
| 4. More health facilities of other types. | 51 | 71 | 21 | 72 |
| 5. Property values which make owning a home desirable. | 43 | 64 | 24 | 67 |
| 6. A general economic and social background more conducive to good citizenship. | 38 | 62 | 23 | 61 |
| 7. More adequate facilities for eating out. | 44 | 57 | 33 | 77 |
| 8. More adequate appliance maintenance and repair service. | 28 | 47 | 32 | 60 |
| 9. More adequate automobile maintenance and repair service. | 26 | 47 | 29 | 55 |
| 10. More adequate public utilities. | 27 | 44 | 34 | 61 |
| 11. More desirable apartments for rent. | 29 | 37 | 49 | 78 |

TABLE V--(Continued)

| Conditions | Number Agree | Percent Agree | Number Disagree | Total Response |
|---|-----------------|------------------|--------------------|-------------------|
| 12. More desirable houses available for rent. | 23 | 33 | 47 | 70 |
| 13. More adequate room and board available. | 18 | 33 | 36 | 54 |
| 14. More aid toward securing housing for teachers. | 18 | 23 | 62 | 80 |
| 15. Lower costs of public utilities. | 14 | 21 | 52 | 66 |
| 16. Lower prices for eating out. | 10 | 14 | 60 | 80 |
| 17. Lower costs for appliance maintenance and service. | 6 | 12 | 46 | 52 |
| 18. Lower apartment rents. | 7 | 9 | 75 | 82 |
| 19. Lower food costs. | 8 | 8 | 94 | 102 |
| 20. Lower house rents. | 3 | 4 | 70 | 73 |
| 21. Lower costs for automobile maintenance and repairs. | 2 | 4 | 53 | 55 |
| 22. Lower room and board costs. | 1 | 2 | 56 | 57 |

teachers, sixty-nine teachers, expressed an opinion about twenty-five of forty-three statements in this category. Of this group of statements the teachers agreed that thirteen were truer for the Missoula Public Elementary Schools than for the other public elementary school systems but that twelve were not as true for the Missoula Public Elementary Schools as for the other public elementary school systems.

Four of the statements were checked as being truer for the Missoula Public Elementary Schools than for the other public elementary school systems by at least 75 percent of the teachers responding. The four statements were: more opportunity to take extension courses, 87 percent; more adequate audio visual equipment, 85 percent; more opportunity to keep up with modern educational methods, 81 percent; and, better school buildings, 76 percent.

Only one of the statements about which 50 percent of the teachers expressed an opinion was checked by at least 75 percent of the teachers responding as not being as true for the Missoula Public Elementary Schools as for the other public elementary school systems. This statement was: less teacher time spent on records and reports, 85 percent.

Table VI lists the complete results of the opinions expressed about the statements in the professional inducements category.

Security. At least 50 percent of the teachers, sixty-nine teachers, expressed opinions about sixteen statements in

TABLE VI

PROFESSIONAL INDUCEMENTS: CONDITIONS CHECKED AS BEING MORE TRUE OR LESS TRUE FOR THE MISSOULA PUBLIC ELEMENTARY SCHOOLS THAN FOR OTHER PUBLIC ELEMENTARY SCHOOL SYSTEMS IN WHICH 137 MISSOULA TEACHERS HAD TAUGHT OR MAY HAVE HAD AN OPPORTUNITY TO TEACH

| Conditions | Number Agree | Percent Agree | Number Disagree | Total Response |
|---|--------------|---------------|-----------------|----------------|
| 1. More opportunity to take extension courses. | 90 | 87 | 13 | 103 |
| 2. More adequate audio-visual equipment. | 84 | 85 | 15 | 99 |
| 3. More opportunity to keep up with modern educational methods. | 68 | 81 | 16 | 84 |
| 4. Better school buildings. | 71 | 76 | 23 | 94 |
| 5. More opportunity for in-service training. | 58 | 73 | 21 | 79 |
| 6. Better provisions for pupil individual differences. | 49 | 73 | 18 | 67 |
| 7. More opportunity to teach after marriage. | 51 | 71 | 21 | 72 |
| 8. Fewer Saturday and Sunday school activities. | 44 | 71 | 18 | 62 |
| 9. More adequate instructional supplies. | 61 | 69 | 28 | 89 |
| 10. More opportunity to teach at a preferred level. | 55 | 68 | 26 | 81 |
| 11. More opportunity for professional advancement. | 51 | 68 | 24 | 75 |
| 12. More adequate school equipment. | 59 | 66 | 31 | 90 |

TABLE VI--(Continued)

| Conditions | Number Agree | Percent Agree | Number Disagree | Total Response |
|--|-----------------|------------------|--------------------|-------------------|
| 13. More opportunity to work with a professionally minded staff. | 51 | 65 | 28 | 79 |
| 14. Better teacher-teacher relationships. | 40 | 61 | 26 | 66 |
| 15. Fewer teachers teaching on temporary certificates. | 35 | 61 | 22 | 57 |
| 16. Better teacher-pupil relations. | 37 | 56 | 29 | 66 |
| 17. A more satisfactory educational philosophy. | 32 | 56 | 25 | 57 |
| 18. Better defined school policies. | 36 | 55 | 30 | 66 |
| 19. A better organized administration. | 39 | 54 | 33 | 72 |
| 20. A less static curriculum. | 33 | 54 | 28 | 61 |
| 21. A better curriculum. | 44 | 52 | 40 | 84 |
| 22. Lower training qualifications. | 25 | 51 | 24 | 49 |
| 23. Better supervision. | 38 | 49 | 39 | 77 |
| 24. Teachers who have a greater sense of professional status. | 34 | 49 | 35 | 69 |
| 25. More definite and well-defined objectives. | 29 | 48 | 32 | 61 |
| 26. A less demanding extra-curricular load. | 39 | 46 | 45 | 84 |
| 27. Better pupil discipline. | 32 | 46 | 37 | 69 |

TABLE VI--(Continued)

| Conditions | Number Agree | Percent Agree | Number Disagree | Total Response |
|--|-----------------|------------------|--------------------|-------------------|
| 28. A better philosophy underlying supervision. | 31 | 45 | 38 | 69 |
| 29. Teachers who have a greater sense of responsibility. | 27 | 45 | 33 | 60 |
| 30. Better communication with superiors. | 30 | 44 | 38 | 68 |
| 31. Higher training qualifications. | 24 | 44 | 31 | 55 |
| 32. More consideration given for amount of training. | 28 | 41 | 40 | 68 |
| 33. More teacher freedom to plan work. | 29 | 40 | 44 | 73 |
| 34. Better teacher-administrative relationships. | 28 | 39 | 43 | 69 |
| 35. Less politics in the system. | 26 | 38 | 43 | 71 |
| 36. Less emphasis on athletics. | 20 | 32 | 42 | 62 |
| 37. Less night work. | 23 | 31 | 51 | 74 |
| 38. More confidence in their administration. | 22 | 31 | 49 | 71 |
| 39. Smaller class sizes. | 27 | 30 | 62 | 89 |
| 40. Less teacher time spent on records and reports. | 13 | 15 | 75 | 88 |
| 41. More advantageous vacation dates. | 9 | 15 | 51 | 60 |

TABLE VI--(Continued)

| Conditions | Number Agree | Percent Agree | Number Disagree | Total Response |
|--|-----------------|------------------|--------------------|-------------------|
| 42. Less demand for teachers to attend meetings. | 9 | 13 | 58 | 67 |
| 43. Extra pay for extra work. | 7 | 10 | 61 | 68 |

this category. Of this group of statements, the teachers agreed that five were truer for the Missoula Public Elementary Schools than for the other public elementary school systems but that eleven were not as true for the Missoula Public Schools as for the other public elementary school systems.

Three of the statements were checked as being truer for the Missoula Public Elementary Schools than for the other public elementary school systems by at least 75 percent of the teachers responding. The three statements were: more of a trend toward larger enrollments, 80 percent; better sick leave policies, 78 percent; and, greater prospects for continued increasing teacher demand, 76 percent.

Five of the statements were checked as not being as true for the Missoula Public Elementary Schools as for the other public elementary school system by at least 75 percent of the teachers responding. The five statements were: higher salary increments, 89 percent; higher maximum salaries, 85 percent; less teacher turnover, 82 percent; a more equitable salary schedule, 81 percent; and, higher minimum salaries, 78 percent.

Table VII lists the complete results of the opinions expressed about the statements in the security category.

The teachers in the Missoula Public Elementary Schools received a sizable raise soon after this information was gathered. It is probable that there would have been a readjustment in the results if the teachers had been given an

TABLE VII

SECURITY: CONDITIONS CHECKED AS BEING MORE TRUE OR LESS TRUE
FOR THE MISSOULA PUBLIC ELEMENTARY SCHOOLS THAN FOR OTHER
PUBLIC ELEMENTARY SCHOOL SYSTEMS IN WHICH 137
MISSOULA TEACHERS HAD TAUGHT OR MAY HAVE
HAD AN OPPORTUNITY TO TEACH

| Contidions | | Number Agree | Percent Agree | Number Disagree | Total Response |
|------------|--|-----------------|------------------|--------------------|-------------------|
| 1. | Protection of Montana retirement investment. | 48 | 87 | 7 | 55 |
| 2. | More of a trend toward larger enrollments. | 67 | 81 | 16 | 83 |
| 3. | Better sick leave policies. | 67 | 78 | 19 | 86 |
| 4. | Greater prospects for continued increasing teacher demand. | 61 | 76 | 19 | 80 |
| 5. | A better retirement plan. | 37 | 67 | 18 | 55 |
| 6. | Better practices in advancing teachers to continuing contract status (tenure). | 34 | 60 | 23 | 57 |
| 7. | Better opportunities for supplementing income during summer vacations. | 41 | 58 | 30 | 71 |
| 8. | Allowed more teachers to continue teaching after marriage. | 41 | 56 | 32 | 73 |
| 9. | Better opportunities for supplementing income during school year. | 32 | 47 | 36 | 68 |
| 10. | A more desirable schedule of salary payments. | 31 | 43 | 41 | 72 |
| 11. | Fairer and more efficient teacher rating methods. | 24 | 41 | 35 | 59 |

TABLE VII--(Continued)

| Conditions | Number Agree | Percent Agree | Number Disagree | Total Response |
|---|-----------------|------------------|--------------------|-------------------|
| 12. Better prospects for ability to support schools. | 25 | 35 | 47 | 72 |
| 13. More adequate financial ability to support schools. | 24 | 30 | 55 | 79 |
| 14. More consideration given for previous experience. | 21 | 27 | 58 | 79 |
| 15. More opportunity for advancement. | 20 | 26 | 56 | 76 |
| 16. More consideration given for training. | 19 | 26 | 54 | 73 |
| 17. Higher minimum salaries. | 20 | 22 | 69 | 89 |
| 18. A more equitable salary schedule. | 16 | 19 | 68 | 84 |
| 19. Less teacher turnover. | 14 | 18 | 66 | 80 |
| 20. Higher maximum salaries. | 13 | 15 | 75 | 88 |
| 21. Higher salary increments. | 10 | 11 | 78 | 88 |

opportunity to check the statements in this category again.

Table VIII summarizes the number and percentage of statements in each category about which at least 50 percent of the teachers expressed an opinion. It also summarizes the number and percentage of statements in this group of statements with which the teachers agreed or disagreed.

The statements in the category dealing with security evoked the highest percentage of expression of opinion. At least 50 percent of the teachers expressed an opinion about sixteen of twenty-one statements, 76.2 percent of the statements in the category. However, most of the expression of opinion was negative. The teachers agreed that only 31.3 percent of the sixteen statements were as true for Missoula and its public elementary school system as for other communities and public elementary school systems in which they had taught or may have had an opportunity to teach. This indicates that the teachers had more interest in conditions dealing with security than any other conditions, but that they felt that Missoula and its public elementary school system did not compare favorably in this respect.

The statements in the category dealing with community appeal evoked the second highest percentage of expression of opinion. At least 50 percent of the teachers expressed an opinion about twenty-five of thirty-four statements, 73.5 percent of the statements in the category. The teachers agreed that 72 percent of the twenty-five statements were

TABLE VIII

THE NUMBER AND PERCENTAGE OF STATEMENTS IN EACH
CATEGORY ABOUT WHICH AT LEAST 50 PERCENT OF
THE TEACHERS EXPRESSED AN OPINION

| Category | No. of State- ments | Percent of total State- ments | State- ments Agreed With | Percent Agreed With | State- ments Disagreed With | Percent Dis- agreed With |
|-----------------------------|---------------------------|--|-----------------------------------|---------------------------|--------------------------------------|-----------------------------------|
| Community Appeal | 25 | 73.5 | 18 | 72.0 | 7 | 28.0 |
| Living Conditions | 12 | 54.6 | 5 | 41.7 | 7 | 58.3 |
| Professional Inducements | 25 | 58.1 | 13 | 52.0 | 12 | 48.0 |
| Security | 16 | 76.2 | 5 | 31.3 | 11 | 68.8 |

truer for Missoula than for other communities in which they had taught or may have had an opportunity to teach. They felt that Missoula compared the most favorably in this respect.

The teachers showed the least interest in conditions dealing with living conditions. At least 50 percent of the teachers expressed an opinion about only twelve of twenty-two statements, 54.6 percent of the statements in the category.

CHAPTER IV

CONDITIONS THAT INFLUENCED TEACHERS TO ACCEPT AND CONTINUE IN POSITIONS IN THE MISSOULA PUBLIC ELEMENTARY SCHOOLS

The second part of the directions on the questionnaire asked each teacher to go through the questionnaire and place a check (x) in the acceptance of position column for each school or community condition which had influenced his decision to accept a position in the Missoula Public Elementary Schools.

The second part of the directions on the questionnaire also asked each teacher to place a check (x) in the continuance in position column for each school or community condition which had influenced his decision to continue in his position in the Missoula Public Elementary Schools.

ACCEPTANCE OF POSITIONS

Of the twenty conditions checked most frequently by women teachers as having influenced them to accept positions in the system, thirteen, 65 percent, were from the community appeal category; five, 25 percent, were from the professional inducements category; and two, 10 percent, were from the living conditions category. There weren't any conditions from the security category in the twenty most frequently checked group of statements.

Five conditions were checked by at least 25 percent of the women teachers as having influenced them to accept positions in the system. The conditions were: a larger population, 36 percent; a better geographic location, 35 percent; better opportunities for higher education for adults, 35 percent; a better climate, 29 percent; and, more opportunity to take extension courses, 25 percent.

The first four conditions most frequently checked are from the community appeal category, and the fifth is from the professional inducements category.

Table IX lists the twenty conditions most frequently checked by women teachers as having influenced them to accept positions in the Missoula Public Elementary Schools. The category under which each condition was listed on the questionnaire, the number of women teachers influenced, and the percentage of women teachers influenced are shown.

Of the twenty-one conditions checked most frequently by men teachers as having influenced them to accept a position in the system, twelve, 57.1 percent, were from the community appeal category; six, 28.6 percent, were from the professional inducements category; and, three, 14.3 percent, were from the living conditions category. There weren't any conditions from the security category in the twenty-one most frequently checked group of statements.

All twenty-one of the conditions were checked by at least 25 percent of the men teachers as having influenced

TABLE IX

TWENTY CONDITIONS CHECKED MOST FREQUENTLY BY 110 WOMEN
TEACHERS AS HAVING INFLUENCED THEM TO ACCEPT
POSITIONS IN THE MISSOULA PUBLIC
ELEMENTARY SCHOOLS

| Category | Conditions | Number Influ- enced | Percent Influ- enced |
|----------|--|---------------------------|----------------------------|
| I | A larger population | 40 | 36 |
| I | A better geographic location. | 38 | 35 |
| I | Better opportunities for higher education for adults. | 38 | 35 |
| I | A better climate. | 32 | 29 |
| III | More opportunity to take ex- tension courses. | 28 | 25 |
| I | Better opportunities for higher education for children. | 25 | 23 |
| I | More opportunity to participate in cultural activities. | 24 | 22 |
| I | Better recreational facilities for adults. | 23 | 21 |
| III | More opportunity to teach after marriage. | 23 | 21 |
| I | Closer to your home town. | 22 | 20 |
| III | More opportunity to teach at a preferred level. | 21 | 19 |
| II | A more socially desirable commu- nity in which to own a home. | 20 | 18 |
| I | More adequate shopping facili- ties. | 18 | 16 |
| I | More culturally inclined citizenry. | 18 | 16 |
| I | Less criticism of the personal habits of its teachers. | 18 | 16 |

TABLE IX--(Continued)

| Category | Conditions | Number Influ- enced | Percent Influ- enced |
|----------|--|---------------------------|----------------------------|
| III | More opportunity to keep up with modern educational methods. | 17 | 15 |
| I | Better opportunities for a teacher to lead a balanced personal life. | 16 | 15 |
| II | A general cultural background more conducive to good citizenship. | 16 | 15 |
| III | More opportunity for professional advancement. | 16 | 15 |
| I | Better recreational facilities for adults in the surrounding area. | 15 | 14 |

them to accept a position in the Missoula system.

The five conditions most frequently checked were all from the community appeal category. The conditions were: a larger population, 59 percent; better opportunities for higher education for adults, 56 percent; better opportunities for higher education for children, 52 percent; a better geographic location, 44 percent; and, a better climate, 41 percent.

Table X lists the twenty-one conditions most frequently checked by men teachers as having influenced them to accept positions in the Missoula Public Elementary Schools. The category under which each condition was listed on the questionnaire, and the number of men teachers influenced and the percentage of men teachers influenced are shown.

Tables IX and X indicate that, of the conditions which Missoula teachers believed existed in Missoula and its public elementary school system, conditions in the community appeal category had considerable influence in attracting both women and men teachers to the system; conditions in the professional inducements category had some influence in attracting both women or men teachers to the system; conditions in the living conditions category had little influence in attracting either women or men teachers to the system; and, conditions in the security category had hardly any influence in attracting either women or men teachers to the system.

TABLE X

TWENTY-ONE CONDITIONS CHECKED MOST FREQUENTLY BY TWENTY-SEVEN MEN TEACHERS AS HAVING INFLUENCED THEM TO ACCEPT POSITIONS IN THE MISSOULA PUBLIC ELEMENTARY SCHOOLS

| Category | Conditions | Number Influ- enced | Percent Influ- enced |
|----------|--|---------------------------|----------------------------|
| I | A larger population. | 16 | 59 |
| I | Better opportunities for higher education for adults. | 15 | 56 |
| I | Better opportunities for higher education for children. | 14 | 52 |
| I | A better geographic location. | 12 | 44 |
| I | A better climate. | 11 | 41 |
| I | Better recreational facilities for adults. | 10 | 37 |
| II | A more socially desirable community in which to own a home. | 10 | 37 |
| II | More adequate medical facilities. | 10 | 37 |
| III | More opportunity to work with a professionally minded staff. | 10 | 37 |
| III | More adequate school equipment. | 10 | 37 |
| I | Better recreational facilities for adults in the surrounding area. | 9 | 33 |
| I | More opportunity to participate in cultural activities. | 9 | 33 |
| III | More adequate instructional supplies. | 9 | 33 |
| I | More adequate shopping facilities. | 8 | 30 |
| I | Better recreational facilities for children. | 8 | 30 |

TABLE X--(Continued)

| Category | Conditions | Number Influ- enced | Percent Influ- enced |
|----------|---|---------------------------|----------------------------|
| I | Less criticism of the personal habits of its teachers. | 8 | 30 |
| I | Better secondary schools available. | 8 | 30 |
| II | A general cultural background more conducive to good citizenship. | 8 | 30 |
| III | Better school buildings. | 8 | 30 |
| III | More opportunity to teach at a preferred level. | 8 | 30 |
| III | More opportunity to take extension courses. | 8 | 30 |

CONTINUANCE IN POSITIONS

Of the twenty conditions checked most frequently by women teachers as having influenced them to continue in their positions in the system, ten, 50 percent, were from the community appeal category; five, 25 percent, were from the professional inducements category; three, 15 percent, were from the living conditions category; and two, 10 percent, were from the security category.

Better opportunities for higher education for adults, was checked by 30 percent of the women teachers as influencing them to continue in their positions. This was the only condition that was checked by more than 25 percent of women teachers.

Four of the six conditions most frequently checked by women were from the community appeal category. The conditions were: better opportunities for higher education for adults, 30 percent; a larger population, 24 percent; a better geographic location, 22 percent; and, better opportunities for higher education for children, 22 percent. More adequate instructional supplies, 23 percent, was from the professional inducements category. A more socially desirable community in which to own a home, 22 percent, was from the living conditions category.

Table XI lists the twenty conditions most frequently checked by women teachers as having influenced them to

TABLE XI

TWENTY CONDITIONS CHECKED MOST FREQUENTLY BY 110 WOMEN
TEACHERS AS HAVING INFLUENCED THEM TO CONTINUE IN
THEIR POSITIONS IN THE MISSOULA PUBLIC
ELEMENTARY SCHOOLS

| Category | Conditions | Number Influ- enced | Percent Influ- enced |
|----------|---|---------------------------|----------------------------|
| I | Better opportunities for higher education for adults. | 33 | 30 |
| I | A larger population. | 26 | 24 |
| III | More adequate instructional supplies. | 25 | 23 |
| I | A better geographic location. | 24 | 22 |
| I | Better opportunities for higher education for children. | 24 | 22 |
| II | A more socially desirable community in which to own a home. | 24 | 22 |
| I | More opportunity to participate in cultural activities. | 23 | 21 |
| I | A better climate. | 22 | 20 |
| III | More opportunity to take extension courses. | 21 | 19 |
| I | Better recreational facilities for adults. | 20 | 18 |
| III | More adequate school equipment. | 20 | 18 |
| I | Closer to your home town. | 19 | 17 |
| III | More opportunity to teach after marriage. | 19 | 17 |
| IV | Better sick leave policies. | 19 | 17 |
| II | A general cultural background more conducive to good citizenship. | 18 | 16 |

TABLE XI--(Continued)

| Category | Conditions | Number Influ- enced | Percent Influ- enced |
|----------|---|---------------------------|----------------------------|
| III | Better school buildings. | 18 | 16 |
| IV | Allowed more teachers to con- tinue teaching after marriage. | 18 | 16 |
| I | Better recreational facilities for adults in surrounding area. | 17 | 15 |
| I | Less criticism of personal habits of its teachers. | 17 | 15 |
| II | More adequate medical facilities. | 17 | 15 |

continue in their positions in the Missoula Public Elementary Schools. The category of the condition, the number of teachers influenced, and the percentage of teachers influenced are shown.

Of the twenty conditions checked most frequently by men teachers as having influenced them to continue in their positions in the Missoula system, thirteen, 65 percent, were from the community appeal category; five, 25 percent, were from the professional inducements category; one, 5 percent, was from the living conditions category; and one, 5 percent, was from the security category.

All twenty of the conditions were checked by at least 25 percent of the men teachers as having influenced them to continue in their positions in the system.

The four conditions most frequently checked were all from the community appeal category. The conditions were: a better climate, 56 percent; better opportunities for higher education for children, 48 percent; better opportunities for higher education for adults, 48 percent; better recreational facilities for children, 44 percent.

Table XII lists the twenty conditions most frequently checked by men teachers as having influenced them to continue in their positions in the Missoula system. The category of the condition, the number of teachers influenced, and the percentage of teachers influenced are shown.

Tables XI and XII indicate that, of the conditions

TABLE XII

TWENTY CONDITIONS CHECKED MOST FREQUENTLY BY TWENTY-SEVEN
MEN TEACHERS AS HAVING INFLUENCED THEM TO CONTINUE IN
THEIR POSITIONS IN THE MISSOULA PUBLIC
ELEMENTARY SCHOOLS

| Category | Condition | Number Influ- enced | Percent Influ- enced |
|----------|--|---------------------------|----------------------------|
| I | A better climate | 15 | 56 |
| I | Better opportunities for higher education for children. | 13 | 48 |
| I | Better opportunities for higher education for adults. | 13 | 48 |
| I | Better recreational facilities for children. | 12 | 44 |
| I | A larger population. | 11 | 41 |
| I | A better geographic location. | 11 | 41 |
| I | Better recreational facilities for adults in the surrounding area. | 11 | 41 |
| I | Better secondary schools available. | 11 | 41 |
| III | More adequate school equipment. | 11 | 41 |
| III | More opportunity for professional advancement. | 11 | 41 |
| I | Better recreational facilities for adults. | 10 | 37 |
| I | More opportunity to participate in cultural activities. | 10 | 37 |
| I | Less criticism of personal habits of its teachers. | 10 | 37 |
| IV | Better opportunities for supplementing income during summer vacations. | 10 | 37 |
| I | Closer to your home town. | 9 | 33 |

TABLE XII--(Continued)

| Category | Condition | Number Influ- enced | Percent Influ- enced |
|----------|--|---------------------------|----------------------------|
| I | Better opportunities for a teacher to lead a balanced personal life. | 9 | 33 |
| II | More adequate medical facilities. | 9 | 33 |
| III | Better school buildings. | 9 | 33 |
| III | More opportunity to take extension courses. | 9 | 33 |
| III | More opportunity to keep up with modern educational methods. | 9 | 33 |

conditions which teachers believed existed in Missoula and its public elementary school system, conditions in the community appeal category had considerable influence upon both women and men teachers to continue in their positions in the system; conditions in the professional inducements category had some influence upon both women and men teachers to continue in their positions in the system; conditions in the living conditions category had a slight influence upon women teachers to continue in their positions, but hardly any influence upon men teachers; and conditions in the security category had a slight influence upon women teachers to continue in their positions in the system, but hardly any influence upon men teachers.

ACCEPTANCE AND CONTINUANCE IN POSITIONS

In answering the questionnaire teachers indicated that a particular condition influenced them to accept positions in the Missoula Public Elementary Schools and then later influenced them to continue in their positions in the system by checking both the acceptance of position column and the continuance in position column at the right of each statement of condition.

Of the twenty conditions checked most frequently by women teachers as having influenced them to accept and then continue in positions in the system, eleven, 55 percent, were from the community appeal category; five, 25 percent,

were from the professional inducements category; three, 15 percent, were from the living conditions category; and one, 5 percent, was from the security category.

At least twenty-five percent of the women teachers did not check any condition for both acceptance and continuance.

The five conditions most frequently checked by women teachers were all from the community appeal category. The conditions were: a larger population, 21 percent; better opportunities for higher education for adults, 18 percent; a better climate, 17 percent; closer to your home town, 15 percent; and better opportunities for higher education for children, 15 percent.

Table XIII lists the twenty conditions most frequently checked by women teachers as first having influenced them to accept positions in the Missoula Public Elementary Schools and later having influenced them to continue in positions in the system. The category of the condition, the number of teachers influenced, and the percentage of teachers influenced are shown.

Of the twenty-two conditions checked most frequently by men teachers as having influenced them to accept and then continue in positions in the Missoula system, fifteen, 68.2 percent, were from the community appeal category; four, 18.2 percent, were from the professional inducements category; and three, 13.6 percent, were from the living conditions

TABLE XIII

TWENTY CONDITIONS MOST FREQUENTLY CHECKED BY 110
WOMEN TEACHERS AS HAVING INFLUENCED THEM TO
ACCEPT AND CONTINUE IN POSITIONS IN THE
MISSOULA PUBLIC ELEMENTARY SCHOOLS

| Category | Conditions | Number Influ- enced | Percent Influ- enced |
|----------|---|---------------------------|----------------------------|
| I | A larger population. | 23 | 21 |
| I | Better opportunities for higher education for adults. | 20 | 18 |
| I | A better climate. | 19 | 17 |
| I | Closer to your home town. | 17 | 15 |
| I | Better opportunities for higher education for children. | 17 | 15 |
| I | A better geographic location. | 16 | 15 |
| I | More opportunities to participate in cultural activities. | 16 | 15 |
| II | A more socially desirable community in which to own a home. | 16 | 15 |
| I | Better recreational facilities for adults. | 13 | 12 |
| I | More culturally inclined citizenry. | 13 | 12 |
| III | More opportunity to take extension courses. | 13 | 12 |
| III | More opportunity to teach after marriage. | 13 | 12 |
| II | A general cultural background more conducive to good citizenship. | 12 | 12 |
| I | Less criticism of the personal habits of its teachers. | 11 | 10 |
| II | More adequate medical facilities. | 11 | 10 |

TABLE XIII--(Continued)

| Category | Condition | Number Influ- enced | Percent Influ- enced |
|----------|--|---------------------------|----------------------------|
| IV | Allowed more teachers to continue teaching after marriage. | 11 | 10 |
| I | Better recreational facilities for adults in the surrounding area. | 10 | 9 |
| III | More adequate school equipment. | 10 | 9 |
| III | More opportunity to keep up with modern educational methods. | 10 | 9 |
| III | More opportunity to teach at a preferred level. | 10 | 9 |

category. None of the twenty conditions most frequently checked by men teachers were from the security category.

Nine of the conditions were checked by at least 25 percent of the men teachers as having influenced them to accept and continue in positions in the system.

Four of the five conditions checked most frequently by men teachers are from the community appeal category. The conditions were: better opportunities for higher education for children, 37 percent; better opportunities for higher education for adults, 37 percent; a larger population, 30 percent; and a better climate, 30 percent. More opportunity for professional advancement was from the professional inducements category.

Table XIV lists the twenty-two conditions most frequently checked by men teachers as first having influenced them to accept positions in the Missoula Public Elementary Schools and later having influenced them to continue in positions in the system. The category of the condition, the number of teachers influenced, and the percentage of teachers influenced are shown.

Tables XIII and XIV indicate that, of the conditions which teachers believed existed in Missoula and its public elementary school system, conditions in the community appeal category had considerable influence upon both women teachers and men teachers to accept and continue in positions in the Missoula system; conditions in the professional inducements

TABLE XIV

TWENTY-TWO CONDITIONS MOST FREQUENTLY CHECKED BY TWENTY-SEVEN MEN TEACHERS AS HAVING INFLUENCED THEM TO ACCEPT AND CONTINUE IN POSITIONS IN THE MISSOULA PUBLIC ELEMENTARY SCHOOLS

| Category | Conditions | Number Influ- enced | Percent Influ- enced |
|----------|---|---------------------------|----------------------------|
| I | Better opportunities for higher education for children. | 10 | 37 |
| I | Better opportunities for higher education for adults. | 10 | 37 |
| I | A larger population. | 8 | 30 |
| I | A better climate. | 8 | 30 |
| III | More opportunity for professional advancement. | 8 | 30 |
| I | A better geographic location. | 7 | 26 |
| I | Better recreational facilities for children. | 7 | 26 |
| I | Better recreational facilities for adults. | 7 | 26 |
| I | More opportunity to participate in cultural activities. | 7 | 26 |
| I | Closer to your home town. | 6 | 22 |
| I | More culturally inclined citizenry. | 6 | 22 |
| I | Better secondary schools available. | 6 | 22 |
| III | More adequate school equipment. | 6 | 22 |
| III | More opportunity to teach at a preferred level. | 6 | 22 |
| I | Better recreational opportunities for children in the surrounding area. | 5 | 19 |

TABLE XIV--(Continued)

| Category | Conditions | Number Influ- enced | Percent Influ- enced |
|----------|--|---------------------------|----------------------------|
| I | Better recreational facilities for adults in the surrounding area. | 5 | 19 |
| I | Less criticism of personal habits of its teachers. | 5 | 19 |
| I | Better opportunities for a teacher to lead a balanced personal life. | 5 | 19 |
| II | A more socially desirable community in which to own a home. | 5 | 19 |
| II | More adequate medical facilities. | 5 | 19 |
| II | A general cultural background more conducive to good citizenship. | 5 | 19 |
| III | More opportunity to keep up with modern educational methods. | 5 | 19 |

category had some influence upon both women teachers and men teachers to accept and continue in positions in the system; conditions in the living conditions category had very little influence upon either women teachers or men teachers to accept and continue in positions in the system; and, conditions in the security category had hardly any influence upon women teachers and no influence upon men teachers to accept and continue in positions in the system.

CONDITIONS TEACHERS CONSIDERED MOST IMPORTANT

After the teachers had completed the second phase of the questionnaire, checking the acceptance of position column and the continuance in position column, the third part of the directions on the questionnaire asked each teacher to add a second check (xx) after the statements of condition on the questionnaire which had influenced them the most to accept a position and/or continue in a position in the Missoula Public Elementary Schools.

Only two conditions received enough responses to be considered indicative. Both statements of condition were from the community appeal category.

Better opportunities for higher education for children was double checked by seventeen teachers, 12.4 percent of those responding to the questionnaire, as being among the most important conditions which influenced them to accept positions in the Missoula system. Nineteen teachers, 13.9

percent, double checked the condition as being among the most important conditions which influenced them to continue in positions in the system. Eleven teachers, 8 percent, double checked it as being among the most important conditions which first influenced them to accept positions and then influenced them to continue in positions in the system.

Better opportunities for higher education for adults was double checked by eighteen teachers, 13.1 percent of those responding to the questionnaire, as being among the most important conditions which influenced them to accept positions in the Missoula system. Nineteen teachers, 13.9 percent, double checked the condition as being among the most important conditions which influenced them to continue in positions in the system. Ten teachers, 7.3 percent, double checked it as being among the most important conditions which first influenced them to accept positions and then influenced them to continue in positions in the system.

No other statements of condition on the questionnaire were double checked by as many as 10 percent of the teachers responding to the questionnaire as being among the most important conditions which influenced them.

CHAPTER V

CONDITIONS WHICH ATTRACTED AND/OR INFLUENCED TO CONTINUE IN POSITIONS TEACHERS WHO HAD IN COMMON CERTAIN FACTORS OF PERSONAL AND PROFESSIONAL BACKGROUND

The general data section of the questionnaire asked the teachers to indicate certain factors of their personal and professional background.

Eight selected areas of teacher background were investigated to find which conditions the teachers in each area checked most frequently as having attracted them to the Missoula Public Elementary Schools and/or influenced them to continue in positions in the system, the eight selected areas of background were: (a) age, (b) sex, (c) marriage status, (d) academic training, (e) certification, (f) previous experience, (g) type of communities in which the teachers were raised.

The eight areas of teacher background were subdivided into thirty-six more specific factors of personal and professional background. Specific factors which less than five teachers had in common were not included.

In some instances two or more conditions were checked noticeably more frequently than the rest of the conditions by teachers with a particular factor of background in common. In these instances more than the most frequently checked condition was included in the following compilation of factors and conditions.

AGE AND SEX

1. Acceptance of position - women. The conditions checked most frequently by women teachers in their twenties as having influenced them to accept positions were: closer to your home town, eleven to twenty-eight teachers, 39 percent; better opportunities for higher education for adults, ten of twenty-eight teachers, 36 percent.

Women teachers in their thirties checked: more opportunity to teach at a preferred level, seven of fifteen teachers, 47 percent; a better climate, six of fifteen teachers, 40 percent; and, better opportunities for higher education for adults, six of fifteen teachers, 40 percent.

Women teachers in their forties checked: a larger population, seventeen of thirty-four teachers, 50 percent; a better climate, thirteen of thirty-four teachers, 38 percent; and, better opportunities for higher education for adults, thirteen of thirty-four teachers, 38 percent.

Women teachers fifty or over checked: a larger population, nine of twenty-two teachers, 41 percent; and, more opportunity for higher education for adults, seven of twenty-two teachers, 32 percent.

2. Continuance in position - women. The conditions checked most frequently by women teachers in their twenties as having influenced them to continue in their positions were: a better geographic location, eight of twenty-eight

teachers, 29 percent; and, closer to your home town, eight of twenty-eight teachers, 29 percent.

Women teachers in their thirties checked: better opportunities for higher education for adults, six of fifteen teachers, 40 percent.

Women teachers in their forties checked: better opportunities for higher education for adults, fifteen of thirty-four teachers, 44 percent; and, a more socially desirable community in which to own a home, fourteen of thirty-four teachers, 41 percent.

Women teachers fifty or over checked: better opportunities for higher education for adults, seven of twenty-two teachers, 32 percent.

3. Acceptance of position - men. The conditions checked most frequently by men teachers in their thirties as having influenced them to accept positions were: better opportunities for higher education for children, eight of nine teachers, 89 percent; better opportunities for higher education for adults, seven of nine teachers, 78 percent; and, better recreational facilities for adults in the surrounding area, seven of nine teachers, 78 percent.

4. Continuance in position - men. The conditions checked most frequently by men teachers in their thirties as having influenced them to continue in positions were: better opportunities for higher education for children,

seven of nine teachers, 78 percent; and, better opportunities for higher education for adults, five of nine teachers, 56 percent.

Men teachers in their forties checked: a better climate, eight of ten teachers, 80 percent; better opportunities for higher education for children, seven of ten teachers, 70 percent; and, better opportunities for higher education for adults, seven of ten teachers, 70 percent.

MARRIAGE STATUS

1. Acceptance of position. The conditions checked most frequently by married teachers as having influenced them to accept positions were: better opportunities for higher education for adults, thirty eight of ninety teachers, 42 percent; a larger population, thirty-five of ninety teachers, 39 percent; and, a better climate, thirty-two of ninety teachers, 36 percent.

Single teachers checked: a larger population, twelve of thirty teachers, 40 percent; and, closer to your home town, nine of thirty teachers, 30 percent.

Widowed and divorced teachers checked: better opportunities for higher education for adults, nine of fifteen teachers, 60 percent; a larger population, eight of fifteen teachers, 53 percent; and, better opportunities for higher education for children, eight of fifteen teachers, 53 percent.

2. Continuance in position. The conditions checked most frequently by married teachers as having influenced them to continue in their positions were: better opportunities for higher education for adults, thirty-six of ninety teachers, 40 percent; and, better opportunities for higher education for children, thirty of ninety teachers, 33 percent.

Single teachers checked: closer to your home town, nine of thirty teachers, 30 percent; better sick leave policies, nine of thirty teachers, 30 percent; and, a larger population, eight of thirty teachers, 27 percent.

Widowed and divorced teachers checked: a larger population, seven of fifteen teachers, 47 percent.

CHILDREN

1. Acceptance of position. The conditions checked most frequently by married teachers with children as having influenced them to accept positions were: better opportunities for higher education for adults, thirty of sixty-three teachers, 48 percent; and, a larger population, twenty-seven of sixty-three teachers, 43 percent.

Widowed and divorced teachers with children checked: better opportunities for higher education for children, seven of twelve teachers, 58 percent; and, better opportunities for higher education for adults, seven of twelve teacher, 58 percent.

Married teachers without children checked: more opportunity to teach after marriage, nine of twenty-seven teachers, 33 percent.

2. Continuance in position. The conditions checked most frequently by married teachers with children as having influenced them to continue in their positions were: better opportunities for higher education for adults, twenty-nine of sixty-three teachers, 46 percent; and, better opportunities for higher education for children, twenty-eight of sixty-three teachers, 44 percent.

Widowed and divorced teachers with children checked: a larger population, six of twelve teachers, 50 percent; a better climate, six of twelve teachers, 50 percent; and, more opportunity to participate in cultural activities, six of twelve teachers, 50 percent.

Married teachers without children checked: a better geographic location, eight of twenty-seven teachers, 30 percent; and, more opportunity to participate in cultural activities, eight of twenty-seven teachers, 30 percent.

YEARS OF ACADEMIC TRAINING

1. Acceptance of position. The conditions checked most frequently by teachers with four years of academic training as having influenced them to accept positions were: a larger population, twenty-one of fifty-two teachers, 40 percent; and, better opportunities for higher education for

adults, twenty of fifty-two teachers, 38 percent.

Teachers with less than four years academic training checked: better opportunities for higher education for adults, sixteen of forty-two teachers, 38 percent.

Teachers with more than four years academic training checked: a larger population, twenty of forty-one teachers, 49 percent; and, more opportunities for higher education for adults, eighteen of forty-one teachers, 44 percent.

2. Continuance in position. The conditions checked most frequently by teachers with four years of academic training as having influenced them to continue in their positions were: better opportunities for higher education for adults, sixteen of fifty-two teachers, 31 percent; and, a larger population, fifteen of fifty-two teachers, 29 percent.

Teachers with less than four years academic training checked: more opportunity to keep up with modern educational methods, thirteen of forty-two teachers, 31 percent; a better geographic location, twelve of forty-two teachers, 29 percent; closer to your home town, twelve of forty-two teachers, 29 percent; more adequate school equipment, twelve of forty-two teachers, 29 percent.

Teachers with more than four years academic training checked: better opportunities for higher education for adults, nineteen of forty-one teachers, 46 percent; and, better opportunities for higher education for children,

eighteen of forty-one teachers, 44 percent.

CERTIFICATION

1. Acceptance of position. The conditions checked most frequently by teachers with elementary certificates as having influenced them to accept positions were: a larger population, thirty-four of ninety-six teachers, 35 percent; and, better opportunities for higher education for adults, thirty-four of ninety-six teachers, 35 percent.

Teachers with secondary certificates checked: better opportunities for higher education for adults, fifteen of twenty-seven teachers, 56 percent; better opportunities for higher education for children, fourteen of twenty-seven teachers, 52 percent; and, a larger population, fourteen of twenty-seven teachers, 52 percent.

The teachers with administrative credentials checked: a larger population, six of nine teachers, 67 percent; better opportunities for higher education for children, six of nine teachers, 67 percent; and, more adequate medical facilities, six of nine teachers, 67 percent.

2. Continuance in position. The conditions checked most frequently by teachers with elementary certificates as having influenced them to continue in their positions were: better opportunities for higher education for adults, thirty of ninety-six teachers, 31 percent.

Teachers with secondary certificates checked: better

opportunities for higher education for adults, twelve of twenty-seven teachers, 44 percent; and, better opportunities for higher education for children, eleven of twenty-seven teachers, 41 percent.

Teachers with administrative certificates checked: a better geographic location, seven of nine teachers, 78 percent; better opportunities for higher education for children, seven of nine teachers, 78 percent; and, better opportunities for supplementing income during summer vacation, seven of nine teachers, 78 percent.

PREVIOUS EXPERIENCE

1. Acceptance of position - amount of previous experience. The conditions checked most frequently by teachers with no experience previous to their Missoula experience as having influenced them to accept positions were: a larger population, six of thirteen teachers, 46 percent; and, better opportunities for higher education for adults, six of thirteen teachers, 46 percent.

Teachers with one to five years previous experience checked: better opportunity for higher education for adults, nineteen of fifty-one teachers, 37 percent; a larger population, seventeen of fifty-one teachers, 33 percent; and, a better climate, seventeen of fifty-one teachers, 33 percent.

Teachers with more than five years previous experience checked: a larger population, thirty-two of seventy-one

teachers, 45 percent; better opportunities for higher education for adults, twenty-nine of seventy-one teachers, 41 percent.

2. Continuance in position - amount of previous experience. The conditons checked by teachers with no experience previous to their Missoula experience as having influenced them to continue in their positions were: a larger population, five of thirteen teachers, 38 percent; better recreational opportunities for adults in the surrounding area, five of thirteen teachers, 38 percent; better opportunities for higher education for adults, five of thirteen teachers, 38 percent; and, more adequate medical facilities, five of thirteen teachers, 38 percent.

Teachers with one to five years previous experience checked: a better climate, fourteen of fifty-one teachers, 27 percent; and, better opportunities for higher education for adults, fourteen of fifty-one teachers, 27 percent.

Teachers with more than five years previous experience checked: better opportunities for higher education for adults, twenty-eight of seventy-one teachers, 39 percent.

3. Acceptance of position - previous Montana experience. The conditions checked most frequently by teachers with previous experience in rural Montana schools as having influenced them to accept positions were: more opportunity to teach at a preferred level, five of ten teachers, 50 percent; a larger population, four of ten

teachers, 40 percent; better opportunities for higher education for adults, four of ten teachers, 40 percent.

Teachers with previous experience in urban Montana schools checked: a larger population, seven of eleven teachers, 64 percent; and, better opportunities for higher education for adults, seven of eleven teachers, 64 percent.

Teachers with previous experience in both rural and urban Montana schools checked: a larger population, four of nine teachers, 44 percent; a better geographic location, four of nine teachers, 44 percent; a better climate, four of nine teachers, 44 percent; and, more opportunity to take extension courses, four of nine teachers, 44 percent.

Teachers with previous experience in Montana who did not state whether it was in a rural or urban school checked: a larger population, eleven of twenty-eight teachers, 39 percent; and, better opportunities for higher education for adults, ten of twenty-eight teachers, 36 percent.

4. Continuance in position - previous Montana experience. The conditions checked most frequently by teachers with previous experience in rural Montana schools as having influenced them to continue in their positions were: more adequate school equipment, five of ten teachers, 50 percent.

Teachers who had previous experience in urban Montana schools checked: a larger population, eight of eleven teachers, 73 percent.

Teachers who had previous experience in both rural

and urban Montana schools checked: a larger population, three of nine teachers, 33 percent; a better climate, three of nine teachers, 33 percent; more culturally inclined citizenry, three of nine teachers, 33 percent; more opportunity to participate in cultural activities, three of nine teachers, 33 percent.

Teachers who did not state the type of Montana school in which they had their previous experience checked: better opportunities for higher education for adults, nine of twenty-eight, 32 percent; and, better opportunities for higher education for children, seven of twenty-eight teachers, 25 percent.

5. Acceptance of position - previous out-of-state experience. The conditions checked most frequently by teachers with previous experience in urban out-of-state schools as having influenced them to accept positions were: a better climate, seven of fifteen teachers, 47 percent.

Teachers with out-of-state experience who did not state whether it was in rural or urban schools checked: better opportunities for higher education for adults, six of seventeen teachers, 35 percent; and, a better climate, five of seventeen teachers, 29 percent.

6. Continuance in position - previous out-of-state experience. The conditions checked most frequently by teachers with previous experience in urban out-of-state

schools as having influenced them to continue in their positions were: a better geographic location, six of fifteen teachers, 40 percent; and, a better climate, six of fifteen teachers, 40 percent.

Teachers who did not state whether their previous out-of-state experience was in rural or urban schools checked: better opportunities for higher education for adults, five of seventeen teachers, 29 percent.

7. Acceptance of position - previous Montana and out-of-state experience. Conditions checked most frequently by teachers with previous experience in urban Montana and out-of-state schools as having influenced them to accept positions were: a larger population, seven of seven teachers, 100 percent.

Teachers with previous experience in both rural and urban Montana and out-of-state schools checked: a better geographic location, five of eleven teachers, 45 percent; and, a better climate, five of eleven teachers, 45 percent.

8. Continuance in position - previous Montana and out-of-state experience. The conditions checked most frequently by teachers with previous experience in urban Montana and out-of-state schools as having influenced them to continue in their positions were: a larger population, six of seven teachers, 86 percent.

Teachers with previous experience in both rural and

urban Montana and out-of-state schools checked: better opportunities for higher education for children, seven of eleven teachers, 64 percent; better opportunities for higher education for adults, five of eleven teachers, 45 percent; and, a better geographic location, five of eleven teachers, 45 percent.

TYPES OF COMMUNITIES IN WHICH THE TEACHERS WERE REARED

1. Acceptance of position - Montana communities. The conditions checked most frequently by teachers reared in rural Montana communities as having influenced them to accept positions were: better opportunities for a higher education for adults, eleven of twenty-six teachers, 42 percent; and, more opportunity to teach at a preferred level, eleven of twenty-six teachers, 42 percent.

Teachers reared in urban Montana communities checked: a larger population, sixteen of twenty-nine teachers, 55 percent.

Teachers who did not state whether they were reared in a rural or an urban Montana community checked: a larger population, five of nine teachers, 56 percent.

2. Continuance in position - Montana communities. The conditions checked most frequently by teachers reared in rural Montana communities as having influenced them to continue in their positions were: better opportunities for higher education for adults, ten of twenty-six teachers, 38 percent; and,

more adequate school equipment, ten of twenty-six teachers, 38 percent.

Teachers reared in urban Montana communities checked: a better climate, ten of twenty-nine teachers, 34 percent; more opportunity to participate in cultural activities, ten of twenty-nine teachers, 34 percent; better opportunities for higher education for adults, ten of twenty-nine teachers, 34 percent; a general cultural background more conducive to good citizenship, ten of twenty-nine teachers, 34 percent.

Teachers who did not state whether they were reared in a rural or urban Montana community checked: a larger population, five of nine teachers, 56 percent.

3. Acceptance of position - out-of-state communities.

The condition checked most frequently by teachers reared in rural out-of-state communities was: a better climate, eight of fourteen teachers, 57 percent.

Teachers reared in urban out-of-state communities checked: a larger population, eleven of twenty teachers, 55 percent; and, better opportunities for higher education for adults, ten of twenty teachers, 50 percent.

Teachers who did not state whether they were reared in a rural or urban out-of-state community checked: a better geographic location, four of fifteen teachers, 27 percent; and, a better climate, four of fifteen teachers, 27 percent.

4. Continuance in position - out-of-state communities. The condition checked most frequently by teachers reared in rural out-of-state communities as having influenced them to continue in their positions was: better school buildings, five of fourteen teachers, 36 percent.

Teachers reared in urban out-of-state communities checked: less criticism of personal habits of its teachers, nine of twenty teachers, 45 percent.

Teachers who did not state whether they were reared in a rural or urban out-of-state community checked: a better climate, five of fifteen teachers, 33 percent; better recreational facilities for adults in the surrounding area, four of fifteen teachers, 27 percent.

Summary. Two conditions were by far the most consistent conditions which teachers with varying factors of personal and professional background in common indicated influenced them to accept positions in the Missoula Public Elementary Schools. Seventeen of the thirty-six groups of teachers with one of thirty-six factors of personal or professional background in common checked a larger population as the condition which influenced them most to accept positions in the system. Thirteen of the thirty-six groups of teachers checked better opportunities for higher education for adults as the conditions which influenced them most.

Better opportunities for higher education for adults

was the condition which was checked most consistently by teachers with varying factors of personal and professional background in common as having influenced them to continue in positions in the system. Seventeen of the thirty-six groups of teachers checked this condition as the one which influenced them most.

CHAPTER VI

SUMMARY AND RECOMMENDATION

Summary. Table XV shows that 65 percent of the twenty conditions which the most women teachers indicated influenced them to accept positions in the Missoula Public Elementary Schools were from the community appeal category. Factors of community appeal have played a very important part in attracting new women teachers to the system.

None of the twenty conditions which the most women teachers indicated influenced them to accept positions were from the security category. Factors of security have not played a very important part in attracting new women teachers to the system.

Fifty-seven percent of the twenty-one conditions which the most men teachers indicated influenced them to accept positions in the system were from the community appeal category. Factors of community appeal have played a very important part in attracting new men teachers to the system.

None of the twenty-one conditions which the most men teachers indicated influenced them to accept positions in the system were from the security category. Factors of security have not played a very important part in attracting new men teachers to the system.

The most important specific conditions which teachers

TABLE XV

THE NUMBER AND PERCENTAGE OF CONDITIONS IN EACH CATEGORY
WHICH THE MOST TEACHERS INDICATED INFLUENCED THEM

| Condition Which Influenced Teachers to Accept Positions in the Missoula System | | | | |
|---|--------|---------|---|---------|
| Twenty Conditions Checked Most Frequently by Women Teachers | | | Twenty-one Conditions Check- ed Most Frequently by Men Teachers | |
| Category | Number | Percent | Number | Percent |
| Community Appeal | 13 | 65 | 12 | 57 |
| Professional Inducements | 5 | 25 | 6 | 29 |
| Living Conditions | 2 | 10 | 3 | 14 |
| Security | 0 | 00 | 0 | 00 |
| Totals | 20 | 100 | 21 | 100 |

Conditions Which Influenced Teachers to Continue in Positions
in the Missoula System.

| Twenty Conditions Checked Most Frequently by Women Teachers | | | Twenty Conditions Checked Most Frequently by Men Teachers | |
|---|--------|---------|---|---------|
| Category | Number | Percent | Number | Percent |
| Community Appeal | 10 | 50 | 13 | 65 |
| Professional Inducements | 5 | 25 | 5 | 25 |
| Living Conditions | 3 | 15 | 1 | 5 |
| Security | 2 | 10 | 1 | 5 |
| Totals | 20 | 100 | 20 | 100 |

indicated influenced them to accept positions in the Missoula Public Elementary Schools were: a larger population; better opportunities for higher education for adults; a better geographic location; a better climate; and, better opportunities for higher education for children.

Table XV also shows that 50 percent of the twenty conditions which the most women teachers indicated influenced them to continue in positions in the Missoula Public Elementary Schools were from the community appeal category. Factors of community appeal have played the most important part in holding women teachers in the system.

Ten percent of the twenty conditions which the most women teachers indicated influenced them to continue in positions in the system were from the security category. Factors of security have not played a very important part in holding women teachers in the system.

Sixty-five percent of the twenty conditions which the most men teachers indicated influenced them to continue in positions in the system were from the community appeal category. Factors of community appeal have played a very important part in holding men teachers in the system.

Five percent of the twenty conditions which the most men teachers indicated influenced them to continue in positions in the system were from the security category. Factors of security have not played a very important part in holding men teachers in the system.

The most important specific conditions which teachers indicated influenced them to continue in positions in the Missoula Public Elementary Schools were: better opportunities for higher education for adults; a larger population; a better geographic location; and, better opportunities for higher education for children.

Recommendation. A study should be made to determine which conditions teachers in the Missoula Public Elementary Schools believe are desirable in a community and school system for maximum promotion of personal and professional happiness of teachers. The results of such a study should then be correlated with the results of the writer's study. This would give the school system a correlation between the conditions Missoula teachers believe should be present in a community and school system and the conditions in Missoula and its public elementary school system which have attracted and held teachers.

The information thus gained should then be used to initiate an action program with the aim of improving conditions essential to better teacher recruitment and retention.

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APPENDIX

FORM LETTER TO TEACHERS

Missoula, Montana
March 5, 1957

Dear Fellow Teachers:

I need your help.

I have been given permission by local school authorities to do some research to determine: (1) what considerations have attracted teachers to Missoula in the past, and (2) what considerations have influenced present teachers in their decisions to continue in their positions in Missoula. There are no better authorities on this subject than the people most intimately involved; namely, the teachers of Missoula.

The enclosed questionnaire takes about 20 minutes to complete.

The questionnaire is not intended as an instrument to evaluate the Missoula elementary schools. Its purpose is merely to gather information concerning your opinions as to the attractiveness of Missoula as a community in which to pursue a teaching career in comparison with other communities in which you may have taught or may have had an opportunity to teach. Some of the items concern policies which are state wide rather than local, but, since many teachers come to Missoula from out of state, it was necessary to include them.

The information gathered from the questionnaires should prove valuable in evaluating teacher recruitment practices in Missoula and in planning future policies which will help reduce teacher turnover. This will be of benefit to the teachers, to the administration and, most important of all, to the pupils of the Missoula elementary schools.

You need not sign the questionnaire. Interpretation of data will be made in terms of total responses from all questionnaires returned. Place the questionnaire in its envelope and return the sealed envelope to your principal.

Thank you very much for making this survey possible.

Sincerely yours,

Everett Chaffin

QUESTIONNAIRE

General Data

Some of the following items can be answered by placing a check (x) in the appropriate blank. Other items necessitate a specific answer.

1. Sex: female_____ male_____
2. Age: _____years
3. Marriage status: married_____ single_____
divorced_____ widowed_____
4. Children: yes_____ no_____
5. Veteran: yes_____ no_____
6. Academic training: 2 years_____ 5 years_____
3 years_____ more_____
4 years_____
7. Certificates: elementary_____ administrative_____
secondary_____ special education_____
8. Degrees: Bachelor's_____ Master's or Doctor's_____
9. Institutions where academic training was received:
a. _____
b. _____
c. _____
10. If you are working toward a certificate, which one?
elementary_____ administrative_____
secondary_____ special education_____
11. Institution where work is being done:

12. If you are working toward a degree, which one?
Bachelor's_____ Master's_____ Doctor's_____
13. Institution where work is being done:

14. Experience in Missoula: _____years
15. Experience previous to Missoula: _____years
16. Locality where previous experience was received:
a. Montana_____ out-of-state_____
b. rural_____ urban_____
17. Type of community in which you grew up:
a. Montana_____ out-of-state_____
b. rural_____ urban_____

Directions

First go through the following statements about Missoula and (or) its public elementary school system and compare the two qualitatively with other communities and other public elementary school systems in which you have taught or may have had an opportunity to teach.

- A. If you agree that the statement is valid for Missoula and (or) its public elementary school system place a check (x) in the Agree column at the left.*
- B. If you do not agree that the statement is valid for Missoula and (or) its public elementary school system place a check (x) in the Disagree column at the left.*

* If you do not have an opinion as to the validity of the statement do not place a check (x) in either the Agree or the Disagree column.

Now go through the statements again.

- C. If the statement was a factor which influenced your decision to accept a position in the Missoula Public Elementary Schools system place a check (x) in the Acceptance of Position column at the right. Check the statements in this column without regard for your present opinions as to their validity. Check them according to what your opinions were at the time the decision was made.
- D. If the statement is now a factor which influences you to continue in your position in the Missoula Public Elementary Schools system place a check (x) in the Continuance in Position column at the right. Check the statements in this column without regard for how you checked the statements in the Acceptance of Position column.

****E.** After you have checked through the statements in the Acceptance of Position column and the Continuance in Position column add another check (xx) to the ones which influenced you most.

I. Community Appeal: Compared with other communities in which you have taught or may have had an opportunity to teach, Missoula is (or has):

| | | Factors Influencing: | | |
|-------|----------|---|--|----------------------------|
| Agree | Disagree | Acceptance of Position | | Continuance in Position |
| | | 1. a larger population | | |
| | | 2. a smaller population | | |
| | | 3. more adequate shopping facilities | | |
| | | 4. a better geographic location | | |
| | | 5. a better climate | | |
| | | 6. better recreational facilities for children | | |
| | | 7. better recreational facilities for adults | | |
| | | 8. better recreational opportunities for children in the surrounding area | | |
| | | 9. better recreational facilities for adults in the surrounding area | | |
| | | 10. closer to your home town | | |
| | | 11. better transportation connections | | |
| | | 12. higher moral standards | | |
| | | 13. more interest in its schools | | |

| | | Factors Influencing: | | |
|-------|----------|--|---------------------------|----------------------------|
| Agree | Disagree | | Acceptance of Position | Continuance in Position |
| | | 14. a faster expanding economy | | |
| | | 15. more culturally inclined citizenry | | |
| | | 16. more opportunity to participate in cultural activities | | |
| | | 17. friendlier | | |
| | | 18. more opportunity for teachers to develop desirable social contacts | | |
| | | 19. more opportunity to form lasting friendships | | |
| | | 20. better opportunities to participate not as a teacher but as an adult citizen | | |
| | | 21. less criticism of the personal habits of its teachers | | |
| | | 22. better opportunities for a teacher to lead a balanced personal life | | |
| | | 23. more approving and appreciative of its teachers | | |
| | | 24. greater teacher prestige | | |
| | | 25. less civic demands upon its teachers | | |
| | | 26. more opportunity for membership in service clubs of teacher's own choosing | | |
| | | 27. more opportunity for membership in fraternal clubs of teacher's own choosing | | |
| | | 28. less dissension concerning school policies | | |
| | | 29. more opportunity to participate in religious activities of ones own choosing | | |
| | | 30. more eligible marriage partners | | |
| | | 31. better secondary schools available | | |
| | | 32. better opportunities for higher education for children | | |
| | | 33. better opportunities for higher education for adults | | |
| | | 34. more of your teacher friends in the locality | | |

| | | Factors Influencing: | | |
|-------|----------|--|---------------------------|----------------------------|
| Agree | Disagree | | Acceptance of Position | Continuance in Position |
| | | 1. lower food costs | | |
| | | 2. more aid toward securing housing for teachers | | |
| | | 3. more desirable apartments for rent | | |
| | | 4. lower apartment rents | | |
| | | 5. more desirable houses available for rent | | |
| | | 6. lower house rents | | |
| | | 7. more adequate room and board available | | |
| | | 8. lower room and board costs | | |
| | | 9. more adequate facilities for eating out | | |

| | | | Factors Influencing: | | |
|-------|----------|---|---------------------------|--|----------------------------|
| Agree | Disagree | | Acceptance of Position | | Continuance in Position |
| | | 10. lower prices for eating out | | | |
| | | 11. a more socially desirable community in which to own a home | | | |
| | | 12. property values which make owning a home desirable | | | |
| | | 13. more adequate medical facilities | | | |
| | | 14. more health facilities of other types | | | |
| | | 15. more adequate public utilities | | | |
| | | 16. lower costs of public utilities | | | |
| | | 17. more adequate appliance maintenance and repair service | | | |
| | | 18. lower costs for appliance maintenance and repairs | | | |
| | | 19. more adequate automobile maintenance and repair service | | | |
| | | 20. lower costs for automobile maintenance and repairs | | | |
| | | 21. a general economic and social back- ground more conducive to good citizen- ship | | | |
| | | 22. a general cultural background more conductive to good citizenship | | | |

III. Professional Inducements: Compared with other public elementary school systems in which you have taught or have had an opportunity to teach the Missoula Public Elementary Schools system is (or has):

| | | | Factors Influencing: | | |
|-------|----------|---|---------------------------|--|----------------------------|
| Agree | Disagree | | Acceptance of position | | Continuance in Position |
| | | 1. smaller class sizes | | | |
| | | 2. a better curriculum | | | |
| | | 3. a less static curriculum | | | |
| | | 4. more opportunity to work with a professionally minded staff | | | |
| | | 5. better provisions for pupil individual differences | | | |
| | | 6. a less demanding extra-curricular load | | | |
| | | 7. better teacher-teacher relationships | | | |
| | | 8. better teacher-pupil relationships | | | |
| | | 9. better school buildings | | | |
| | | 10. more adequate school equipment | | | |
| | | 11. more adequate instructional supplies | | | |
| | | 12. more adequate audio-visual equipment | | | |
| | | 13. a better organized administration | | | |
| | | 14. better supervision | | | |
| | | 15. a better philosophy underlying supervision | | | |
| | | 16. less teacher time spent on records and reports | | | |
| | | 17. more teacher freedom to plan work | | | |
| | | 18. better communication with superiors | | | |
| | | 19. more definite and well-defined objectives | | | |
| | | 20. better teacher-administrative relationships | | | |
| | | 21. more confidence in their administra- tion by teachers | | | |

| | | Factors Influencing: | | |
|-------|----------|---|---------------------------|----------------------------|
| Agree | Disagree | | Acceptance of Position | Continuance in Position |
| | | 22. better defined school policies | | |
| | | 23. a more satisfactory educational philosophy | | |
| | | 24. less politics in the system | | |
| | | 25. less demand for teachers to attend meetings | | |
| | | 26. less night work | | |
| | | 27. fewer Saturday and Sunday school activities | | |
| | | 28. extra pay for extra work | | |
| | | 29. better pupil discipline | | |
| | | 30. less emphasis on athletics | | |
| | | 31. more opportunity for professional advancement | | |
| | | 32. more opportunity for in-service training | | |
| | | 33. more opportunity to take extension courses | | |
| | | 34. more opportunity to keep up with modern educational methods | | |
| | | 35. teachers who have a greater sense of professional status | | |
| | | 36. teachers who have a greater sense of responsibility | | |
| | | 37. more opportunity to teach at a preferred level | | |
| | | 38. more opportunity to teach after marriage | | |
| | | 39. higher training qualifications | | |
| | | 40. lower training qualifications | | |
| | | 41. fewer teachers teaching on temporary certificates | | |
| | | 42. more consideration given for amount of training | | |
| | | 43. more advantageous vacation dates | | |

IV. Security: Compared with other communities and (or) other public elementary school systems in which you have taught or have had an opportunity to teach Missoula and (or) the Missoula Public Elementary Schools system is (or has):

| | | Factors Influencing: | | |
|-------|----------|---|---------------------------|----------------------------|
| Agree | Disagree | | Acceptance of Position | Continuance in Position |
| | | 1. more opportunity for advancement | | |
| | | 2. more adequate financial ability to support schools | | |
| | | 3. better prospects for ability to support schools to continue to be adequate | | |
| | | 4. more of a trend toward larger enrollments | | |
| | | 5. greater prospects for continued increasing teacher demand | | |
| | | 6. a more equitable salary schedule | | |
| | | 7. higher minimum salaries | | |
| | | 8. higher maximum salaries | | |
| | | 9. higher salary increments | | |

